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| [Standards](#Standards) [Big Ideas](#BigIdeas)  [Essential Questions](#EssentialQuestions)  [Engaging Learning Experience](#EngagingLearningExperience)  [Tasks](#Tasks) [Assessments](#Assessments) [Unit Vocabulary](#UnitVocabulary)  [8 Mathematical Practices](#EightMathematicalPractices) | |
| **Subject/Grade/Course** | Math – Kindergarten |
| **Unit** **Title** | Unit 1 – Count Numbers 0-30 |
| **Unit Length** | 20 days |

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| **[Standards](#HOME)** | | |
| **Grade-Specific Power Standards**   |  | | --- | | **K.CC.2**  *Count forward beginning from a given number within the known sequence (instead of*  *having to begin at 1)*. (Correlates to NCSCOS Math Objective 1.01a)  **K.CC.3**  *Write number from 0 to 20. Represent a number of objects with a written numeral 0-20*  *(with 0 representing a count of no objects)*. (Correlates to NCSCOS Math Objective 1.01c) |   **Supporting Standards**   |  | | --- | | K.CC.1  *Count to 100 by ones and tens.* (Correlates to NCSCOS Math Objective 1.01a) |   [NC Department of Public Instruction “Unpacked” Standards](http://www.ncpublicschools.org/acre/standards/common-core-tools/)  **Critical Areas of Focus**   |  | | --- | | Representing, relating, and operating on whole numbers, initially with sets of objects. | |  | | | |
| “Unwrapped” Power Skills  Bloom’s Taxonomy Levels | “Unwrapped” Concepts  (students need to know) |
| |  | | --- | | **(K.CC.2)**  Count (Remember - 1) | |  | | * Forward from any given number 1-25 |
| |  | | --- | | **(K.CC.3)**  Write (Remember-1) | |  | | * Numbers 0-20 |
| |  | | --- | | Represent  (Understand-2) | |  | | * Objects and Numbers 0-25 |

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| **[Big Ideas](#HOME)** | **[Essential Questions](#HOME)** |
| |  | | --- | | Numbers represent quantity    Order matters when counting.  Numerals help us communicate with others about the amount of objects in a group  Counting is a purposeful skill that assigns a number name to an object or set of objects. | | |  | | --- | | What does a number represent?  Why do we use numerals?  How are numbers arranged?  What are some ways we can find out how many objects are in a group? | |

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| **[Engaging Learning Experience:](#HOME)** |
| **Description:**  Our principal Mrs. Keels needs our help! If there was ever an emergency at school, we would need to have a count of everyone and everything in the building. To do this, it is imperative that all of the classrooms at Triangle Lake Montessori take a census of classroom materials and living things. We will work in groups to count and write the findings we collect. It is very important that our numbers are accurate. We will represent our findings in an inventory book that will prepare us in the event of an emergency. We will report this information to Mrs. Keels once completed. |

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| **[Tasks](#HOME)** | **Description** | **Length** |
| Task 1 | The children and teachers will work collaboratively to create a list of living things that need to be counted within the classroom. What should we count? (Human beings, classroom pets, plants). | 0-5 days |
| Task 2 | Task 2 – The children and teachers will work collaboratively to create a list of non-living things that need to be counted within the classroom. What should we count? (Rugs, baskets, tables, chairs, shelves, etc.). | 0-5 days |
| Task 3 | Task 3 –Students and teachers will venture outside of the classroom to inventory numbers of students and teachers that are in other primary classrooms. | 0-5 days |
| Task 4 | Task 4- Create an inventory book to put in an emergency packet to present as a resource to other classrooms/office staff. | 0-5 days |

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| **[Assessments](#HOME)** | |
| **Pre-Assessment** | **Post-Assessment** |
| Kindergarten pre-assessment for unit 1  Cover for kindergarten pre-assessment for unit 1 | Kindergarten pre-assessment for unit 1  Cover for kindergarten pre-assessment for unit 1 |
| Scoring Guides and Answer Keys | |

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| **[Unit Vocabulary](#HOME)** | |
| Terms | Vocabulary Strategies |
| Count  Click here for Unit Vocabulary Cards | Math Word Wall  Illustrated vocabulary cards  Matching word, picture, and definition  Frayer model  For other ideas:  <http://www.primary-education-oasis.com/math-vocabulary-words.html>  <http://guidedmath.wordpress.com/2011/01/16/more-math-vocabulary-strategies-do-these-in-guided-math-groups/>  <http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html> |

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| **[8 Mathematical Practices](#HOME)** |
| 1. Make sense of problems and persevere in solving them. |
| 2. Reason abstractly and quantitatively. |
| 3. Construct viable arguments and critique the reasoning of others. |
| 4. Model with mathematics. |
| 5. Use appropriate tools strategically. |
| 6. Attend to precision. |
| 7. Look for and make use of structure. |
| 8. Look for and express regularity in repeated reasoning. |

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| **Reflection** | |
| What worked well? | What adjustments need to be made? |
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